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ABSTRACT

This digest in a question and answer format, provides basic information on cluster grouping of gifted students. Questions address such concerns as: the meaning of cluster grouping, differences between cluster grouping and tracking, advantages of cluster grouping, learning needs of gifted students, the argument that gifted education is elitist, the argument that gifted students should be spread out in all classes to serve as tutors and role models, cluster grouping and the inclusion model, effects of clustering gifted students on non-gifted classmates, identification of gifted students, skills needed by cluster teachers, cluster grouping and enrichment programs, cluster grouping at middle and secondary levels, the role of Differentiated Educational Plans, and disadvantages of cluster grouping. The information brief concludes that cluster grouping is a way to ensure that gifted students receive a quality education at the same time as schools work to improve learning for all students. (DB)

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Cluster Grouping of Gifted Students: How To Provide Full-Time Services on a Part-Time Budget

Susan Winebrenner and Barbara Devlin

What does it mean to place gifted students in cluster groups?

A group of five to eight identified gifted students, usually those in the top 5% of ability in the grade level population, are *clustered* in the classroom of one teacher who has training in how to teach exceptionally capable students. The other students in that class are of mixed ability. If there are more than eight to ten gifted students, two or more clusters should be formed.

Isn't cluster grouping the same as tracking?

No. In a tracking system, all students are grouped by ability for much of the school day, and students tend to remain in the same track throughout their school experience. Gifted students benefit from learning together, and need to be placed with similar students in their areas of strength (Hoover, et al, 1993; Kulik & Kulik, 1990; Rogers, 1993). Cluster grouping of gifted students allows them to learn together, while avoiding permanent grouping arrangements for students of other ability levels.

Why should gifted students be placed in a cluster group instead of being assigned evenly to all classes?

When teachers try to meet the diverse learning needs of all students, it becomes extremely difficult to provide adequately for everyone. Often, the highest ability students are expected to "make it on their own." When a teacher has several gifted students, taking the time to make appropriate provisions for them seems more realistic. Furthermore, gifted students can better understand and accept their learning differences if there are others just like them in the class. Finally, scheduling out-of-class activities is easier when the resource teacher has only one cluster teacher's schedule to work with.

What are the learning needs of gifted students?

Since these students have previously mastered many of the concepts they are expected to "learn" in a given class, a huge part of their school time may be wasted. They need exactly what all other students need: consistent opportunity to learn new material and to develop the behaviors that allow them to cope with the challenge and struggle of new learning. It is very difficult for such students to have those needs met in heterogeneous classes.

Isn't gifted education elitist?

Gifted students need consistent opportunities to learn at their challenge level - just as all students do. It is inequitable to prevent gifted students from being challenged by trying to apply one level of difficulty for all students in mixed-ability classes. When teachers can provide opportunities for all students, including those who are gifted, to be challenged by rigorous curriculum, there is nothing elitist about the situation.

Don't we need gifted students in all classes so they can help others learn through cooperative learning, peer tutoring, and other collaborative models?

When gifted students are placed in mixed-ability groups for cooperative learning, they frequently become tutors. Other students in these groups may rely on the gifted to do most of the work and may actually learn less than when the gifted students are not in their groups. When gifted students work in their own cooperative learning groups from time to time on appropriately challenging tasks, they are more likely to develop positive attitudes about cooperative learning. At the same time, other students learn to become more active learners because they are not able to rely so heavily on the gifted students. When the learning task focuses on content some students already know, those students should be learning how to cooperate in *their own* groups on extension tasks that are difficult enough to *require* cooperation. When the cooperative task is open-ended and requires critical or divergent thinking, it is acceptable to include the gifted students in heterogeneous cooperative learning groups.

If gifted students are not placed in some classes, won't those classes lack positive role models for academic and social leadership?

Research on role modeling (Schunk, 1987) indicates that to be effective, role models cannot be drastically discrepant in ability from those who would be motivated by them. Teachers overwhelmingly report that new leadership "rises to the top" in the non-cluster classes. There are many students, other than identified gifted students, who welcome opportunities to become the new leaders in groups that no longer include the top 5% of a grade level group. This issue becomes a problem only when more than 5 to 10% of students are clustered. As classes are formed, be sure the classes without clusters of gifted students include several highly capable students.

How does the cluster grouping concept fit in with the inclusion models that integrate students with exceptional educational needs into regular classes?

The Inclusion model, in which students with exceptional learning needs are integrated into regular classrooms, is compatible with the concept of cluster grouping of gifted students, since both groups have exceptional educational needs. The practice of cluster grouping allows educators to come much closer to providing better educational services for groups of students with similar exceptional learning needs. In non-cluster classrooms, teachers report they are able to pay more attention to the special learning needs of those for whom learning may be more difficult. Some schools choose to avoid placing students with significant learning difficulties in the same class that has the cluster group of gifted students. A particular class may have a cluster of gifted students and a cluster of special education students as long as more than one adult is sharing the teaching responsibilities.

Won't the presence of the clustered gifted students inhibit the performance of the other students in that class, having a negative effect on their achievement?

When the cluster group is kept to a manageable size, many cluster teachers report that there is general improvement in achievement for the entire class. This suggests the exciting possibility that when teachers learn how to provide what gifted students need, they also learn to offer modified versions of the same opportunities to the entire class, thus raising the level of learning for all students, including those who are gifted). The positive effects of the cluster grouping practice may be shared with all students over several years by rotating the cluster teacher assignment among teachers who have had gifted

education training and by rotating the other students so all students eventually have a chance to be in the same class with a cluster group.

How should students be identified for the cluster group?

If there will be one cluster, its highly capable students should be those who have demonstrated that they will need curriculum that exceeds grade level parameters. Traditional measures, such as standardized tests may also be used, but not as the sole criteria. If there will be more than one cluster, those highly capable in specific subjects might be grouped together in separate clusters. Profoundly gifted students should always be grouped together, since there will rarely be more than two such students in any grade level. Identification should be conducted each spring with the help of someone with training in gifted education.

What specific skills are needed by cluster teachers?

Since gifted students are as far removed from the "norm" as are students with significant learning difficulties, it is necessary for teachers to have special training in how to teach children of exceptionally high ability. Cluster teachers should know how to:

- recognize and nurture behaviors usually demonstrated by gifted students;
- create conditions in which all students will be stretched to learn;
- allow students to demonstrate and get credit for previous mastery of concepts;
- provide opportunities for faster pacing of new material;
- incorporate students' passionate interests into their independent studies;
- facilitate sophisticated research investigations;
- provide flexible grouping opportunities for the entire class.

Should the cluster grouping model replace out of class enrichment programs for gifted students?

No. Cluster grouping provides an effective complement to any gifted education program. Gifted students need time to be together when they can just "be themselves." The resource teacher might also provide assistance to all classroom teachers in their attempts to differentiate the curriculum for students who need it. As a matter of fact, this resource person is being called a "Schoolwide Enrichment Specialist" in many schools instead of a "Gifted Program Coordinator" in recognition of the fact that so many students can benefit from "enriching" learning opportunities.

Is clustering feasible only in elementary schools?

No. Cluster grouping may be used at all grade levels and in all subject areas. Gifted students may be clustered in one section of any heterogeneous class, especially when there are not enough students to form an advanced section for a particular subject. Cluster grouping is also a welcome option in rural settings, or wherever small numbers of gifted students make appropriate accommodations difficult. Keep in mind, however, if your school has enough gifted students for separate sections in which curriculum is accelerated, such sections should be maintained. Many middle schools have quietly returned to the practice of offering such sections. Placement in cluster groups is gained by demonstrating that one needs a differentiated curriculum–not by proving one is "gifted."

How are records kept of the progress made by students in cluster groups?

Differentiated Educational Plans (DEP) should be maintained for gifted students and filed with their other ongoing records. In some schools, teachers develop a DEP for the cluster group, rather than for individual students. These plans briefly describe the modifications that are planned for the group and should be shared with parents regularly.

What are the advantages of cluster grouping?

Gifted students feel more comfortable when there are other students just like them in the class. They are more likely to choose more challenging tasks when other students will also be eligible. Teachers no longer have to deal with the strain of trying to meet the needs of just one precocious student in a class. The school is able to provide a full-time, cost-effective program for gifted students, since their learning needs are being met every day.

What are the disadvantages of cluster grouping?

There may be pressure from parents to have their children placed in a cluster classroom, even if they are not in the actual cluster group. Gifted students may move into the district during the school year and not be able to be placed in the cluster classroom. These situations may be handled by:

- providing training for all staff in compacting and differentiation so parents can expect those opportunities in all classes;
- requiring parents to provide written documentation of their child's need for curriculum differentiation instead of requesting the placement by phone;
- rotating the cluster teacher assignment every two years among teachers who have had appropriate training so parents understand that many teachers are capable of teaching gifted students;
- rotating other students into cluster classrooms over several years.

Another disadvantage might arise if the cluster teachers are not expected to consistently compact and differentiate the curriculum. Their supervisor must expect them to maintain the integrity of the program and must provide the needed support by facilitating regular meetings of cluster teachers, and by providing time for the enrichment specialist to assist the cluster teachers.

Conclusion

There is an alarming trend in many places to eliminate gifted education programs in the mistaken belief that all students are best served in heterogeneous learning environments. Educators have been bombarded with research that makes it appear that there is no benefit to ability grouping for any students. The work of Allan (1991), Feldhusen (1989), Fiedler, (1993), Kulik and Kulik (1990), Rogers (1993) and others clearly documents the benefits of keeping gifted students together in their areas of greatest strength for at least part of the school day. It appears that average and below average students have much to gain from heterogeneous grouping, but we must not sacrifice gifted students' needs in our attempts to find the best grouping practices for all students.

If we do not allow cluster groups to be formed, gifted students may find their achievement and learning motivation waning in a relatively short period of time. Parents of gifted students may choose to enroll their children in alternative programs, such as home schooling or charter schools. The practice of cluster grouping represents a mindful way to make sure gifted students continue to receive a quality education at the same time as schools work to improve learning opportunities for all students.

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